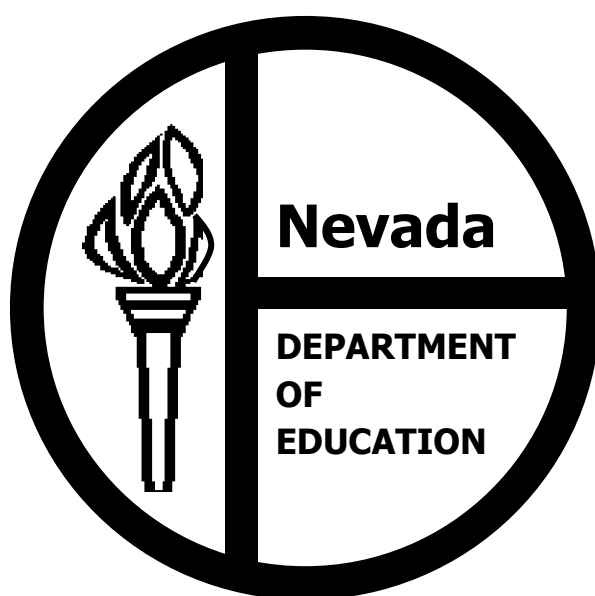


2011-2012
Nevada Grades Five and Eight
Proficiency Examinations in Writing

TEST COORDINATOR and
ADMINISTRATION MANUAL



Nevada Department of Education

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Office of Assessment, Program Accountability, and Curriculum

Nevada Writing Assessment Website

http://nde.doe.nv.gov/Assessment_WA.htm

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INTRODUCTION AND OVERVIEW

The instructions contained in the *School Test Coordinator and Administration Manual* are a supplement to *Procedures for the Nevada Proficiency Examination Program 2011-2012*. This manual describes procedures that district test directors, school test coordinators, and test administrators/proctors throughout the state must follow before, during, and after administration of the *Nevada Grades Five and Eight Proficiency Examination in Writing*.

All district test directors and school test coordinators must be familiar with the information included in *Procedures for the Nevada Proficiency Examination Program 2011-2012*, Overview and Introduction, Test Security, Students with Special Needs, and 5 and 8 Writing.

This manual will provide the information necessary to train the classroom test administrators and proctors in each school to administer the fifth and eighth grade writing assessments, according to the policies and procedures mandated by Nevada Revised Statutes (NRS) and the Nevada Administrative Code (NAC). Any additional questions about test administration or test security procedures should be directed to the district test director.

School District Personnel Responsible for Testing

The following school district personnel have direct responsibilities for the administration of the *2011-2012 Nevada Grades Five and Eight Proficiency Examinations in Writing*:

District Test Director

School Test Coordinator

Classroom Test Administrator

Classroom Test Proctor

More information on the specific roles and responsibilities for each of these people can be found in the *Procedures for the Nevada Proficiency Examination Program 2011-2012*.

SCHOOL TEST COORDINATOR RESPONSIBILITIES GRADE FIVE and EIGHT WRITING ASSESSMENTS

The school test coordinator has many responsibilities before, during, and after the scheduled test administrations to guarantee the integrity of the test administration and the testing materials. The school test coordinator may be the principal or a person designated by the principal to handle the testing responsibilities. In either case, the principal is ultimately responsible for the testing at the school.

Completing the following steps will help to ensure your school getting accurate results in a timely manner.

BEFORE THE TEST:

- _____ Carefully read this Manual as well as *Procedures for the Nevada Proficiency Examination Program 2011-2012* and any local district directions provided for administering the fifth and eighth grade writing assessments. If you need further direction on the test, contact your local district test director.
- _____ Attend online training for online application and online testing procedures.
- _____ Check with your IT personnel to make sure the application has been installed and that computers are ready to use for testing (and student familiarization with online system).
- _____ Check your district testing schedule for the specific test dates for your district.
- _____ Determine the best testing schedule (times and dates) for your school, following any local district directions you have been provided (See suggested guidelines in this Manual).
- _____ Check to make certain that no fire drills or other special events are planned during the times scheduled for test administration.
- _____ Create student testing groups via online iTester Admin (Account for every student including those on your PreId roster who are now Not Enrolled)
- _____ Check with the special education facilitators, LEP testing coordinators, and 504 building officers for any students who need to receive special testing accommodations.
- _____ Provide test schedules to the school personnel who will be involved with testing. Make certain that all school personnel are aware that testing will be occurring at specific times.
- _____ Ensure that procedures and materials for testing special students follow those specified by the Nevada Department of Education and that students with special needs receive the appropriate accommodations.
- _____ Via online iTester Admin., make sure student writing is correctly coded for Testing Conditions for **only** those IEP, LEP, or 504 students who have accommodations specified in their testing Accommodation Plans. Include the special requests that have prior approval by NDE.
- _____ Develop procedures to be used during the following:
 - a student getting sick during testing;
 - unannounced fire drills or other unexpected circumstances;

- moving students from one location to another if time is needed to finish a test beyond the time scheduled;
- and maintaining the security of the test materials in all situations.

_____ Develop and provide a comprehensive training session for classroom test administrators/proctors following the procedures outlined in this Manual, *Procedures for the Nevada Proficiency Examination Program 2010-2011*, and in the *iTester Manual for Test Administration*.

_____ Become familiar with the testing script and procedures.

_____ Print and distribute this manual to the classroom test administrators/proctors, so they can become familiar with the testing procedures.

DURING THE TEST:

_____ Ensure that NDE allowable accommodations are implemented for special needs or ELL students.

_____ Monitor test administration, making certain that all classroom test administrators receive necessary support.

_____ Ensure that testing procedures are being followed.

AFTER THE TEST:

_____ Collect all prewriting, rough drafts, and any scratch paper from the testing session. Shred everything.

_____ **Do Not attempt to copy or save any student response.**

_____ Via online iTester Admin, make certain the Did Not Participate field is completed correctly for those students who did not participate (Not Enrolled, Absent, etc.).

_____ Immediately report any irregularities in test administration or test security to your district test director.

_____ Enter via online iTester Admin any invalidations with appropriate comments.

_____ Double check that accommodations were used as you indicated previously on iTester Admin.

_____ If a transcription has been pre-approved by NDE, make sure that student(s) have had their responses typed into iTester Client, logged in under the correct student name(s) and password(s).

_____ Complete submissions of handwritten drafts (including Braille) under Special Handling (information in this Manual) for any student who had **prior NDE permission** to have his or her response typed for him or her (*Special Handling Documents*).

TEST ADMINISTRATOR RESPONSIBILITIES GRADE FIVE and EIGHT WRITING ASSESSMENTS

The classroom test administrator has responsibilities before, during, and after the scheduled test administrations to guarantee the integrity of the test administration and the testing materials. The classroom test administrator must be a licensed school employee.

Completing the following steps will help insure your school getting accurate results in a timely manner.

BEFORE THE TEST:

- _____ Attend the test administration training at your school and discuss any questions that you may have.
- _____ Utilize the iTester practice option to become familiar with the student testing features available.
- _____ Utilize the iTester practice option to show students how to access the online computer testing system and to use the features that are available to students.
- _____ Read all directions for test administration in this manual and any additional handouts provided in the test administration refresher training.
- _____ Make certain that you know your school's procedures for dealing with situations that might occur during the testing sessions including unannounced fire drills or a student getting sick.
- _____ Check testing location to make sure computers are ready for testing.
- _____ Check testing location, and cover or remove any posters or materials on the walls that might provide assistance to students taking a state writing assessment. Cover all student workstations if there is any material on them.
- _____ Obtain student rosters, student passwords, and sign-in sheets from your school test coordinator. (Your school test coordinator must verify student eligibility prior to testing. Only those students enrolled in the tested grade level may test.)
- _____ Obtain any necessary accommodation information from your school test coordinator.
- _____ Ensure that you have all necessary materials for test administration—Pencils and blank, lined or unlined, scratch paper and paper Standard English dictionaries.
- _____ **Ensure that students do not bring electronic devices into the testing session** (unless provided for in a testing accommodation plan and permissible by NDE). All materials to be used during state assessments must be distributed or accessed BEFORE testing begins. **Students may not have access to any materials in their desks, backpacks, pockets, or any other personal items during the testing session.** Whenever possible, have students store backpacks in the rear of the testing room.

- _____ Decide with your school test coordinator whether students will be allowed to use highlighters and colored pencils or pens during testing sessions. If students have been using these aids during regular classroom instruction, they may use them on the test for revising and editing purposes **only**. These must be accessible prior to the testing session. Highlighter and underline tracking features are available online for use with the writing item.
- _____ Make certain that you know the times that have been allotted for each testing session. Schools may determine the amount of time for each session, but students who are working productively must be given time in a test-conducive environment to complete the test.

DURING THE TEST:

- _____ Post a “Testing” sign on your testing location door.
- _____ Administer the tests only to those students eligible to take the test in an environment that is free from disturbances and allows each student to do his/her best.
- _____ Follow the script in this test manual **VERBATIM**.
- _____ Provide accommodations as outlined in the students’ IEP, LEP, or Section 504 Testing Accommodation Plan, if applicable.
- _____ **Do NOT** assist students with what or how to write or allow them to use any other materials beyond those specified in this manual.
 - No materials or other instructional aids are allowed. Students may use regular paper Standard English dictionaries only.
 - Bilingual dictionaries that are word-for-word translations with no explanatory information may be used **only** by LEP students **approved** to receive this accommodation.
 - A thesaurus or other specialized or personalized dictionary is **not** allowed for any student.
 - Highlighters and colored pencils or pens are permitted only for revising and editing for students who are accustomed to using them during daily classroom instruction.
- _____ **Do NOT** leave students unattended with test materials.
- _____ Walk the room and actively monitor students during testing, making certain that students are on task, and **not** using any personal materials.
- _____ **Do NOT** translate directions or writing items into another language.
- _____ Provide additional time, as needed, in a test-conducive environment. Follow the school’s plan for orderly transition from one testing situation to another, if necessary.
- _____ **DISCLOSURE OF TEST CONTENT IS STRICTLY PROHIBITED BY STATE LAW.** Do not discuss, read, review, copy, reproduce, or take notes on writing items. Writing items will be released once your school receives their test scores.
- _____ As students indicate they are finished, check that students have submitted their writing for scoring and completed the testing survey.

AFTER THE TEST:

- _____ Collect all unused scratch paper and prewriting and rough drafts. Students are to leave the room with **only** their personal belongings.
- _____ Return to school Test Coordinator student rosters, record of absentees, student drafts, user IDs and passwords.
- _____ Report any invalidations and/or testing irregularities **IMMEDIATELY** to your school test coordinator.
- _____ **Do Not attempt to copy or save student responses. Pre-writes and drafts must be shredded.**

SUPPORTING INFORMATION ON POLICIES AND PROCEDURES

Test Administration Dates and Suggested Testing Times

School test coordinators usually provide the school's schedule for the testing and assign school personnel who will actually administer the test.

The examination should be administered by one person, the classroom test administrator, in each testing room with the help of as many classroom proctors as necessary. The classroom test administrator must hold current Nevada teacher licensure. There should be at least one proctor in addition to the individual administering the test in each testing room. If the test is being administered in large groups, at least one proctor should be provided for every group of 30 students.

Testing Window and Suggested Length of Test Administration

- Fifth grade January 17-February 17 (online administration)
- Eighth grade January 30-February 28 (online administration)

Each district and school will determine exact testing days and times within this testing window.

Each student will have a single log in for a single online session to complete a writing item.

Each student should be allowed a **minimum** of **70 minutes** in one online session to complete the test.

Allow plenty of time for testing sessions (and between sessions) for students who need extra time to complete their assessment without disruption.

Each writing session must be scheduled so that it can be completed in one sitting, i.e., students cannot begin a session, leave the test administration, and return to complete the testing session.

Do not under any circumstances leave the testing computer window open if a student is not at the computer (i.e., do not leave a testing area to go to another location to complete prewriting or rough draft).

Students will not be timed out of the single log in. INSTRUCT STUDENTS PRIOR TO TESTING NOT TO USE THE PAUSE BUTTON. THIS IS FOR EMERGENCIES ONLY.

The Pause button will log a student off. In an emergency, if the pause must be used, a student may log back in using his or her original log in and password within 30 minutes. After that time, a school test coordinator must use a bypass to log the student in.

Acceptable uses of the Pause button

- A short supervised break for the restroom.
- Moving from one testing location to another.
- An unscheduled fire drill or another unexpected event.
- A student becomes ill and must leave the testing location. (If the student can return within 30 minutes, he or she may return to the test to complete it, if a student has been supervised only.)

Unacceptable uses of the Pause button (results in an invalidation and test irregularity) This is not an all inclusive list.

- Leaving the testing environment and returning to the test on another date.
- Leaving the testing environment (unsupervised) and returning to test.
- Moving to another location to complete pre-writing and rough drafts.

Please know that there are records for every log on and log off.

NOTE: Testing times listed here are suggestions only as this test is not intended to be a timed test. Any student who is working productively at the end of a scheduled session must be allowed to continue working in a test-conducive environment until completion of the test. Have a plan in place in the event that students may need additional time. Plans must take into consideration keeping student interaction to a minimum and maintaining security of test materials.

Breaks

- Food and beverages are only permitted during a supervised break and not while at computers.
- A restroom break should be provided prior to test administration. Breaks during the scheduled testing period are discouraged unless absolutely necessary, or if stipulated in a student's testing accommodation plan.
- Breaks must be closely supervised and should be limited to 10 or 15 minutes.
- It is not appropriate to excuse students to another class, P.E., lunch, recess, or other school activity prior to completion of the writing assessment.
- **Students may not return to a test after an unsupervised break or on a subsequent day.** (see *Procedures Manual* for complete information)

Participation

All fifth and eighth grade students who are enrolled in public schools, including charter schools, are required to take the writing assessment. Students with disabilities and students classified as having limited English proficiency (LEP) must also participate.

If a student enrolls in a school at any time during the testing window, the school must contact the previous school to verify whether or not the student tested at the previous school. If the school test coordinator attempts to place this student into a testing section, and the student is already in system from somewhere else in the district, the test coordinator will be notified and warned the student already tested or that the

previous school should be contacted for the most current information pertaining to that student. If the student is from a different district, the school must be contacted for testing information.

Transcription

A school must submit a special request to the district who will forward it to the Test Security Coordinator at NDE. The procedure is handled as all other special requests (contact your district test director). This must be completed **30 days** before testing begins.

- **The student must have a disability related need or a legal requirement to hand write a response instead of typing.**
- **A district may submit a single form for multiple students in one school with similar circumstances, e.g., a court ordered situation.**
- **All student identifying information must be provided.**

When a request is granted, NDE will make available for the district test director the writing items those specific students would have received had they logged in on their own. NDE will notify the district test director when they are available on the Bighorn Portal.

If a request is granted by NDE, the following must be completed:

- Student completes his writing by hand (includes Braille).
- Appropriate test proctor types the student's response on the iTester Client after logging into iTester using student's User ID and Password.
- Typed submission must be **exactly** as written by student including spacing and errors.
- Handwritten pre-writing and drafts must be submitted to NDE using the Verification Transcription Form and following the procedure as outlined in this manual under *Return of Special Handling Documents*.
- The school test coordinator must then complete the Accommodations part of the student's record in the iTester Admin.

Only in extreme situations may a student have his hand-written response typed for him or her.

Practice Using the iTester Client

A practice opportunity is available for students and test administrators/proctors to review in order to become familiar with the iTester Client that students will access to test. Once the iTester Client is installed and the site verified, any user may log into the Practice Session:






- Click on the iTester icon on the computer to "launch" iTester.
- Log in using User ID: nevada
- Log in using Password: practice

The writing item content is not like what students will see when they log in for the writing assessment. The teacher will be able to use this as an opportunity for students to review the features they will have access to when they test. **Remind students to not use the Pause feature as it is not like a Pause on a video game (for emergencies only). Walk through the submission process with students so they are aware of the steps required to submit their test on the day of testing.**

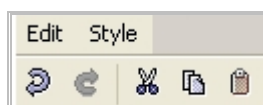
The iTester practice will allow students to work with the following:

- General writing directions
- Highlighter
- Line tracker
- Magnifier
- Rubric
- Typing space
- Character count
- Log in process
- Submission process

The tool icons provided to students are as follows:

- They can click the  button on the top to revisit the directions at anytime.
- They can click the  button on the top to review the rubric at anytime.
- They can click the  button on the top to highlight within the question stem.
- They can click the  button on the top to magnify a portion of their screen.
- They can click the  button on the top to track text within the stem.

Students can use basic word processing (from left to right: undo, redo, cut, copy, and paste,) functionality via the tool bar below.



Accommodations for Students with Special Needs

Accommodations are available for IEP, LEP, and/or 504 students who have testing Accommodation Plans. For information on testing students with special needs, please see *Procedures for the Nevada Proficiency Examination Program 2011-2012, Students with Special Needs*.

The school test coordinator, with the aid of the special education facilitator, ESL specialist, and 504 building officer, must accurately code for Testing Conditions via online iTester Admin those students who have been identified as IEP, LEP, or 504 and have a Testing Accommodation Plan and will test using accommodations.

The school test coordinator must make certain that all students with special needs receive the NDE permissible appropriate accommodations, as indicated in IEPs, LEPs, 504 plans and Testing Accommodation Plans.

Test Security Training

The school test coordinator is responsible for planning and implementing the training session for all individuals involved in the administration of the *Nevada Grade Five and Grade Eight Proficiency Examination in Writing*, to review the instructions for test administration, test security, and individual responsibilities, such as online testing procedures and monitoring to make certain that each student is working independently.

Detailed information on the required training procedures can be found in *Procedures for the Nevada Proficiency Examination Program 2011-2012*.

Test Security

The following steps must be taken to ensure the security of materials required for the administration of the Nevada Proficiency Examination Program. Unauthorized persons must not have access to tests prior to test administration. The school test coordinator may be the principal, who has the ultimate responsibility for guaranteeing test security and proper test administration, or a person designated by the principal who assists with those responsibilities in the school.

- State statute requires that all individuals, including classroom test administrators and classroom proctors, involved in the administration of proficiency examinations must be familiar with the general instructions regarding preparation for testing, handling test materials, and test security contained in this *Administration Manual* and the Test Security section of *Procedures for the Nevada Proficiency Examination Program 2011-2012*. A refresher training on test procedures for all personnel involved with giving the test must be held prior to the administration of the writing assessment.
- Under no circumstances shall copies of writing items be circulated among faculty, administrators, or other persons, nor left unattended where students and faculty might have access to them.
- Upon completion of testing, all prewriting materials are to be returned to the school test coordinator in a timely manner and shredded. Writing items will be released state wide by Nevada Department of Education after student results are released.
- All required materials—pencils, blank, front and back, lined or unlined, scratch paper, and dictionaries—should be provided at the testing location. These materials, including all scratch paper, should be collected before students leave the test room for any reason. Highlighters and colored pencils or pens are permitted only for revising and editing if students are accustomed to using them during daily classroom instruction, and these items must be on workstations at the beginning of the testing session. Students may not use any other aids during the test, nor may they have personal items that they have worked on during the testing session. Only the materials listed in this manual may be used as part of testing, unless pre-approved by NDE and Testing Accommodation Plans.
- A sufficient number of classroom test administrators and classroom proctors should be provided at the testing site to supervise the testing adequately. At **NO** time should students be left unsupervised with test materials.
- **DO NOT** attempt to print or save a copy of any student responses; prewriting and rough drafts are shredded at the school.

Nevada statutes specifically prohibit the disclosure of the content of the Nevada Proficiency Examinations including writing items used in the writing examination. The concern is twofold. First, students should have no knowledge of the items prior to taking the test. Second, teachers should have no knowledge of the items so that “teaching to the test” cannot occur either inadvertently or intentionally. (NRS 389.015)

Coding of Student Responses

The principal of each school required to participate in a state-mandated examination is responsible for making certain that coding and test grouping via online iTester Admin is completed. This responsibility is often delegated to the school test coordinator. Schools must account for every student via online iTester Admin enrolled at the tested grade level during the administration whether that student actually tests or not.

Most students will be included already on the rosters you receive (PreID through NDE) via online iTester Admin. However, you will be responsible for adding students who do not appear on your online rosters. You will also be responsible for creating testing sections via online iTester Admin.

You will need to use the following coding for Testing Conditions and/or Did Not Participate (DNP), and then you will need to verify the DNPs after testing is complete.

- **TESTING CONDITIONS**

- Accommodations
 - Braille or other Special Permission Transcription (prior approval through NDE)
 - Color Screen Overlay
 - Magnify
 - Small Group Administration
- Modifications
- Special Request (prior approval through NDE)

- **DID NOT PARTICIPATE (DNP)**

- Absent
- Other (should have tested but could not for some other reason)
- NAA
- Not Enrolled (withdrawn – PreID STUDENTS ONLY)

Most students will have nothing marked for these fields. The DNP field must only be marked if a student does not take the test at any time during the testing window or if he or she was on the PreID roster and then withdrew before testing.

Significant errors in coding or in identifying students in the district’s student information system may be treated as irregularities in test administration and reportable to the Test Security Coordinator at the Nevada Department of Education.

Administration and Testing Environment

Because the testing environment can affect student performance, the following guidelines are provided for planning a testing situation that allows students to perform at their optimal level and also provides safeguards for consistent and secure test administration. The school test coordinator and test administrator/proctor must work together to insure good testing practices. Refer to the *Procedures for the Nevada Proficiency Examination Program 2011-2012*.

Size of Testing Sessions: Districts may decide the size of sessions, but smaller testing sessions (approximately 25-30 students) are recommended.

The Room: Use a room that is free from distractions with adequate lighting, ventilation, and heating or air conditioning.

Seating: Seating must be arranged to minimize the possibility of students communicating with each other either verbally or visually. Each student should be provided with computer workspace to accommodate lined or unlined, blank scratch paper (for prewriting and rough draft). Each student should also have access to a regular paper Standard English dictionary.

When to Test: Testing windows for administering the examinations are specified by the Nevada Department of Education. Districts and schools determine specific times and days within the State mandated testing window. Approximate testing times are given in this manual. If students are still working productively at the end of the test and need additional testing time, they **must** be given time to finish in a test-conducive environment.

Personnel: The examination should be administered by one person (classroom test administrator) in each testing room with the help of as many assistants (classroom test proctors) as necessary. If the test is being administered in large groups, at least one test administrator plus proctor(s) should be provided for every 30 students.

A briefing session must be held for classroom test administrators and classroom proctors before testing to review these instructions and test administration duties, such as online procedures.

Helping Students: The classroom test administrators/proctors must maintain an impartial and professional attitude. Translation of any part of the instructions or writing stimulus is **NOT** allowed. Any questions about procedures for completing the test should be answered by repeating the instructions. If a student should ask a question about the test content or the choice of a response, useful and permissible replies include: "Follow the instructions that you were given" and "Do your best." Students are not to be given help with their writing, but testing procedures should be made clear.

Be guided by the script provided in this Manual.

Students with Accommodations: Make sure that students who are identified as needing to test using permissible accommodations receive them.

Monitoring Student: Classroom test administrators/proctors must circulate throughout the testing area while students are testing to make certain that students are completing the test as directed. Students must never be left alone with testing materials. Students are not allowed to talk with anyone about the test(s).

Students may not access personal items during the test.

Materials on Walls or Desks: Posters or any other materials that could provide guidance to students taking a state writing assessment (e.g., test-taking strategies, graphic organizers, annotated samples of essays or paragraphs, or sample introductory and concluding techniques) must be removed or covered with blank, opaque materials. Student desk or table tops must be cleared of any material not specified in this manual. Materials affixed to desk tops must be covered with blank, opaque materials.

Highlighters: These (also the underline tracking and magnification features) are provided online for use with the writing stimulus. Highlighters or colored pens may also be used for on-paper revision and editing and are permitted for students who are accustomed to using them during daily classroom instruction.

Regular Paper Standard English Dictionaries: Regular paper Standard English dictionaries are allowed for all 5th and 8th grade students. Use of any other reference materials is not allowed during test administration.

Bilingual Dictionaries (other than the computer): Paper Bilingual dictionaries with word-to-word translations are approved for LEP students identified to receive this accommodation and used previously as part of regular instruction.

Electronic Devices: Students are not to wear headphones while taking the writing test, nor are students allowed to have pagers, cell phones, PDAs, iPods, or any other electronic device on the desk or accessible during testing. IEP students may use certain and specific pre-approved electronic devices as per IEP and NDE.

Cheating: Any instances of cheating should be handled in the least disruptive manner, consistent with district and school policies. Students who cheat must have their records invalidated via online iTester Admin. Students who cheat will receive a failing score, be placed in the lowest achievement level, and be referred to the district test director for further appropriate action.

Students Who Finish Early: Some students may finish early. However, ANY students who require the full time should be allowed to work without disruption and without feeling rushed. It may ease the classroom test administrator's job considerably if students have study materials, books, or other reading materials available to occupy their time if they finish early. As a student indicates that he or she is finished, check to see if the student submitted his or her test and took the survey. Students must not talk or in any way disturb others who are still working on their tests. Students may not use this time to write.

The school may choose to have students who finish early return to their classrooms after test submission/material check-in procedures are complete.

Security of Testing Materials: Classroom test administrators/proctors are responsible for checking to make certain that all prewriting and drafts have been collected from every student before allowing anyone to leave the room at the end of the testing period. Students may leave testing areas with only their personal belongings.

Invalidation of Test Scores

Instances of cheating on state-mandated assessments will require invalidation. Student writing responses will also need to be invalidated if a test administration or a test security irregularity occurs.

The school test coordinator will need to invalidate a test document via the online iTester Admin at the end of the testing session when the invalidation took place.

All instances of invalidation require that a Report of Test Irregularity be filed with the Nevada Department of Education. Regardless of the reason for the invalidation, however, the **student writing response must be submitted via online iTester Client with the other writing tests** for inclusion in district and school reports.

Students with invalidated scores (not blanks) resulting from a test administration or test security irregularity will be counted as participating in the assessment, but they will be counted as non-proficient.

General Testing Instructions and Testing Script

Use the script beginning in this section of this manual along with the student testing instructions. Schools may determine the amount of time allotted for testing; however, students, if they are working productively, **must** be provided the time they need in a test-conducive environment to finish the assessment.

All materials to be used during state assessments must be distributed or accessed **BEFORE** testing begins—**students may not have access to any materials in their desks, backpacks, pockets, or other personal items during the testing session.**

TOTAL SUGGESTED TIME: ABOUT 70 MINUTES

You will need the following:

- **Individual student log in Usernames and Passwords.** Student login information is found within the iTester Admin. Contact your School Test Coordinator to obtain login information for your class.

Teacher Name: Tiffany Grant			Page 1
Class Name: Grant, Tiffany			
Test Name: Writing			
Testing Window: 1/24/2011 9:00 AM to 4/29/2011 5:00 PM			
Student Name	Username	Password	
Craig, Kevin	1212121212	7DC897B4	
Earle, Katherine	5883541354	79E334P6	
Peters, Danielle	6843513132	4E6393EE	

Craig, Kevin Writing Username: 1212121212 Password: 7DC897B4	Earle, Katherine Writing Username: 5883541354 Password: 79E334P6	Peters, Danielle Writing Username: 6843513132 Password: 4E6393EE	Page 2
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- **Pencils** with erasers.
- Lined or unlined, blank scratch paper for prewriting and for the rough draft.
- Highlighters, if appropriate. Highlighter, underline tracker, and a magnifier are available online to use with the writing item. Highlighters and colored pens or pencils are permitted for students who are accustomed to using them during daily classroom instruction. These items must be on their desks at the beginning of the testing session. They are for revising and editing **ONLY**.
- Regular paper Standard English dictionaries.
- Paper Bilingual dictionaries with word-for-word translations only for LEP students approved to receive this accommodation and who use them as part of their classroom instruction.
- **Make sure computers are on and ready before students come to computers and get ready to launch the iTester Client and log in.**

Test Administration Script

All materials to be used during a state assessment must be distributed before testing begins. Students may not have access to personal items during testing.

Do not attempt to duplicate or copy any student responses or writing items. These will be available along with scoring exemplars/anchor papers on the NDE writing website when all papers have been scored and student scores have been released. Student responses will be printed as part of the Individual Student Reports.

See that all students are seated and have clear computer workstations, except for pencils, scratch paper, and highlighters, if necessary. Make sure that dictionaries are accessible with minimal potential disturbance.

When students are quietly seated and everyone is ready, read the following:

Say: Today you will take part in the Nevada writing test. You all have scratch paper and pencils to complete your pre-writing and rough draft. You also may use the dictionary to check your work. You must complete all of the parts of writing for this test on your own. Neither I nor anyone else can tell you what or how to write. There is no talking during this time.

While you are on the iTester Client, you will not be able to go anywhere else like the internet on the computer. You also will not be able to save or print your work.

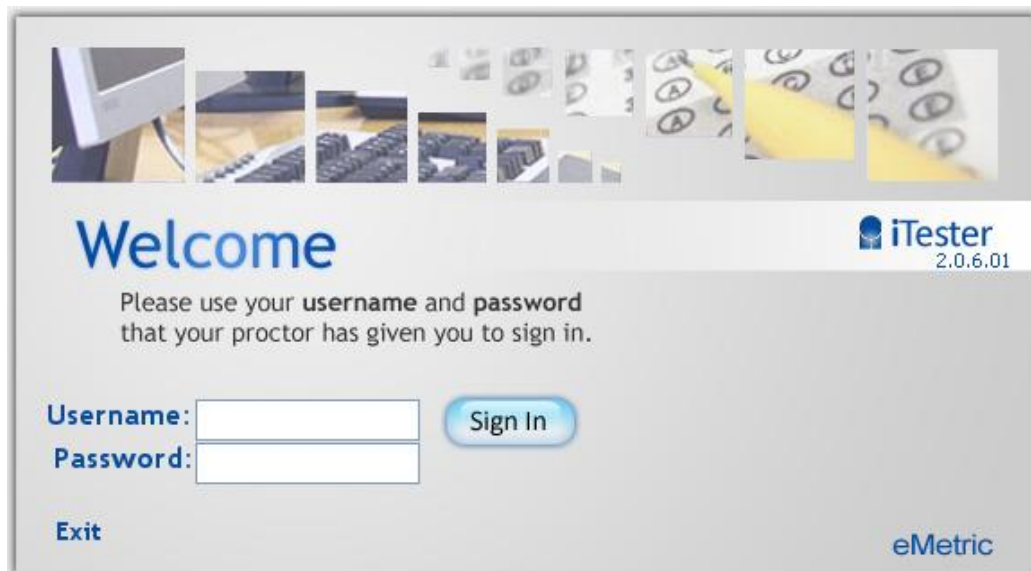
After you read the writing item, even though you will want to immediately begin typing, I would very strongly recommend that you think about what you will write on paper and then complete other pre-writing and your rough draft on your scratch paper.

Ask if there are any questions at this time.

Say: **If there are no additional questions, click on the iTester icon on your computer screen to “launch” the test.**

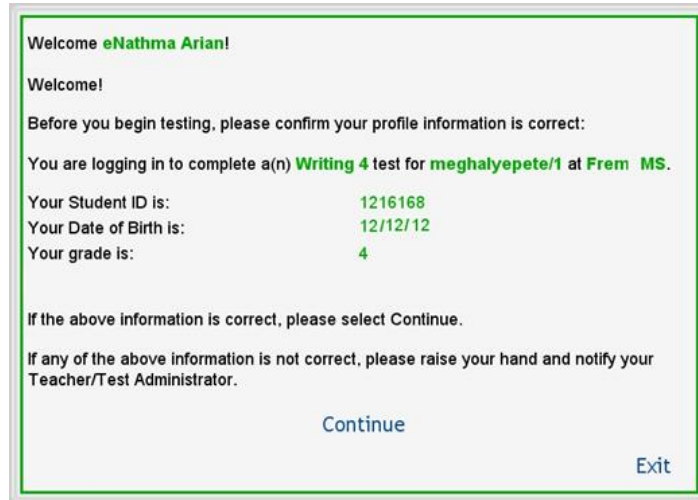


On your screen should now be the log in page. Very carefully put in your User ID and your Password; then enter.

The login screen for iTester 2.0.6.01. It features a header with a collage of images (computer monitor, keyboard, calculator, etc.) and the text "Welcome" in large blue font. Below this, it says "Please use your username and password that your proctor has given you to sign in." There are two input fields: "Username:" and "Password:". To the right of the "Password:" field is a blue "Sign In" button. In the bottom left corner is a blue "Exit" link. In the bottom right corner is the "eMetric" logo.

Note: If students are having difficulty logging in, request that they attempt to enter their login information again. Usernames and passwords are case sensitive; it may be easy for students to accidentally enter the wrong information on their first attempt.

Say: **Once you have successfully entered your username and password, please review the profile information on your screen. Ensure that the Student Name, Student ID, Date of Birth, and Grade shown correctly identify you. If the information is correct, please click ‘Continue.’ If it is not correct, please notify me now before beginning your test.**



Welcome eNathma Arian!

Welcome!

Before you begin testing, please confirm your profile information is correct:

You are logging in to complete a(n) **Writing 4** test for **meghalyepete/1** at **Frem MS**.

Your Student ID is: **1216168**

Your Date of Birth is: **12/12/12**

Your grade is: **4**

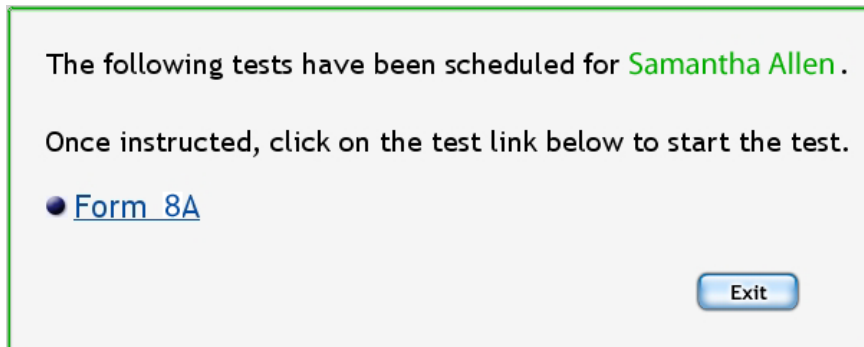
If the above information is correct, please select Continue.

If any of the above information is not correct, please raise your hand and notify your Teacher/Test Administrator.

[Continue](#)

[Exit](#)

Say: **Click on the test link next to the first bullet. The link will read ‘Grade 5/8 Form A/B/C’.**



The following tests have been scheduled for **Samantha Allen**.

Once instructed, click on the test link below to start the test.

● [Form 8A](#)

[Exit](#)

Say: **You now see the direction page on your screen. Read it to yourself as I read it aloud.**

You have approximately 70 MINUTES to complete this examination. If you need more time at the end, tell your teacher.

- ✓ You have access to scratch paper and a pencil for your prewriting, rough draft, editing, and revising.
- ✓ You also have access to a regular paper Standard English dictionary.
- ✓ You may **NOT** have access to any personal items.

If you do not write on the assigned item or if your writing is very rude or offensive, your test will not be scored. Writing that is too short or written in a language other than English will also not receive a score.

You have up to [1500 characters (gr 5)] or [2000 characters (gr 8)] to write your response. Character count is shown on your typing screen.

Remember, you must write on the item you are provided.

The screenshot shows a web-based examination interface. At the top, it says "Nevada State Pilot Examination in Writing" and "Grade Eight Writing Item A". Below this, a message states: "You have approximately 70 MINUTES to complete this examination. If you need more time at the end, tell your teacher." This is followed by a bulleted list of resources: "You have access to scratch paper and a pencil for your prewriting, rough draft, editing, and revising.", "You also have access to a regular paper Standard English dictionary.", and "You may NOT have access to any personal items." A paragraph then states: "Regardless of the quality of your writing, you will receive a failing score if you do not write on the assigned item, if your writing is too short, if your writing is written in a language other than English, or if the content of your writing sample is judged to be obscene or objectionable." Another line says: "You have up to 2000 characters to write your response. Character count is shown on your typing screen." Below that is the instruction: "Remember, you must write your assigned item." At the bottom of the main content area is a blue "Begin" button. At the bottom right of the entire interface is a blue "Exit" button.

Say: Click 'Begin' near the bottom to go to the next screen where you will see your writing item.

At the bottom of the writing item page you see a Pause button. This is not like a Pause on a video game. DO NOT USE THIS BUTTON UNLESS I TELL YOU TO.

You have different writing items. Read your item to yourself. Remember you may highlight important parts as you read, or you may use the underline tracker to help you follow along better. The magnifier might also be helpful if you want to try it.

You may also review the rubric or the directions at any time using the tools above your writing item.

Reread the item as many times as you need to. If you need it read to you while you follow along, let me know.

At the bottom of this page you also see a 'Submit' button. Do NOT click this button until you are done with your test. Once you submit your test, you WILL NOT be able to return to make any changes to your test.

(If a student needs the writing item read to him or her, do so exactly as it is written in English.)

This process will need to be completed very quietly so as not to disturb or distract others).

- ✓ If helpful post an end time.
- ✓ You may not help students with their writing or how to respond.
- ✓ Monitor the room to make sure that students are on task.
- ✓ Remind students when there are about 15 minutes left in the session.
- ✓ Remind students that if they do not finish in the time allotted, to let you know, so they may be given additional time.
- ✓ If a student finishes early and is completely logged off and all of his pre-writing and rough draft material is collected, he may get reading materials or return to his classroom as determined by the school.

When there are about 15 minutes left,

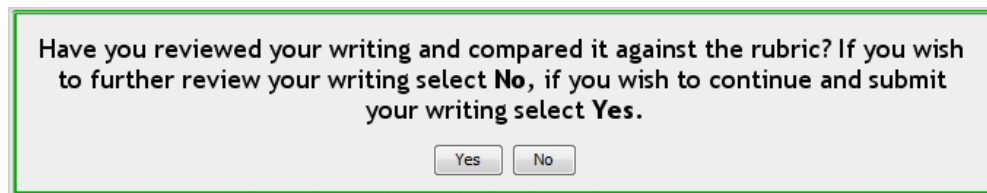
Say: This writing session is almost ended. If you have not double checked your work for errors or confusing information, look over your work again reading very closely, before you submit it.

If it looks like you are going to need more time, let me know.

Say: If you are confused about submitting your work, let me know, so that I can help you. Make sure you complete the entire process, so that you are completely logged off.

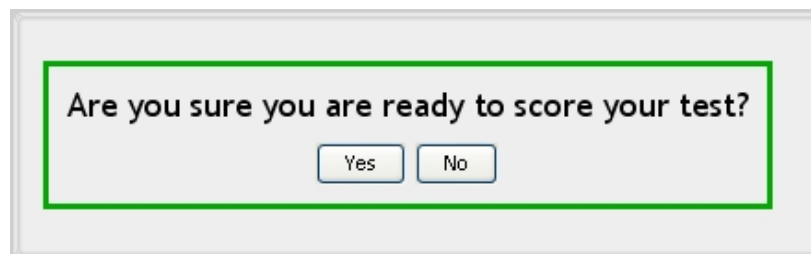
After students have responded to all items, they must click **Submit** in the bottom right corner of their screen. To formally complete testing, students must complete the following steps:

1. The student will be prompted and asked to confirm that they are ready to submit their test. Click **Yes** to continue or **No** to return to their writing.



Have you reviewed your writing and compared it against the rubric? If you wish to further review your writing select **No**, if you wish to continue and submit your writing select **Yes**.

2. Students will be prompted a second time and must click **Yes** to continue submitting their test.

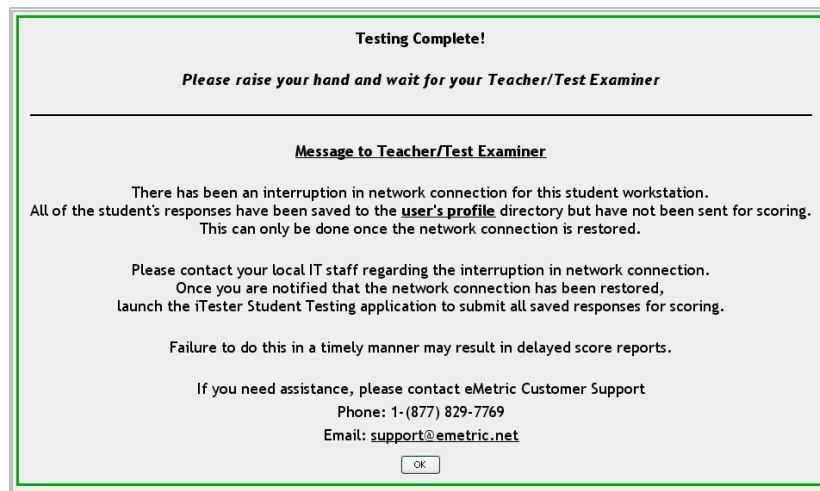


Are you sure you are ready to score your test?

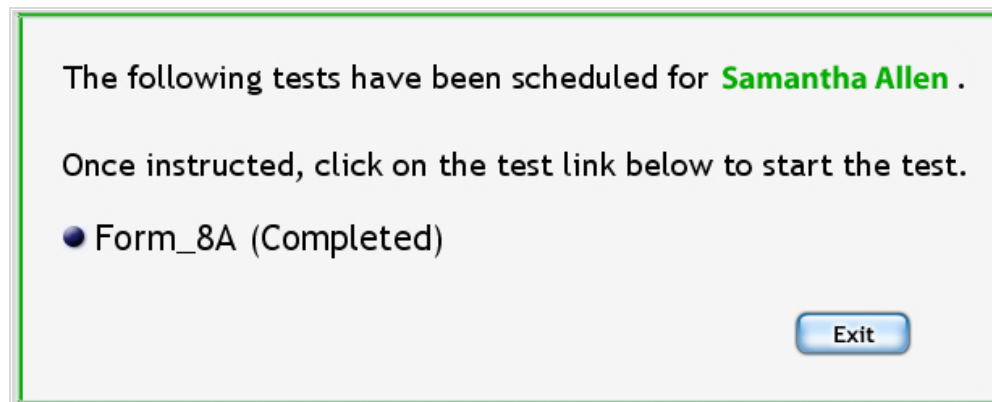
- Students will then be prompted for the "Test Complete" acknowledgement and must click **OK** to continue.



Note: If students receive the screen below please inform your School Technology Coordinator. This means that internet connection was lost during testing and has not been restored. The students' responses will *not* be lost but, the technology coordinator will need to launch the Client again once the internet connection has been restored to submit the student's responses.



- The student will return to the **Session Selection** page which will read "Grade 5 (or 8) FormA (or B or C) (Completed)".



Once students have submitted their test, instruct them to begin the survey.

Say: Once your "Grade 5 (or 8) Form A (or B or C)" test link has "(Completed)" next to it, click on the second bullet which is a survey link. You will be asked questions about your

experience taking your test online. Your thoughts and opinions are important. Follow the same process to submit your survey.

Collect all pre-writing and rough draft materials. Students must leave with only their personal items.

Materials returned to your school test coordinator:

- ✓ Pre-writing and rough drafts (for shredding)
- ✓ Unused log ins and passwords (might be needed for absent students and/or then shredded)
- ✓ Attendance rosters indicating those absent
- ✓ Names of students who have writing to be invalidated
- ✓ Test Irregularities

Return of Special Handling Documents

If your school was preapproved by NDE to transcribe a student's hand-written response, you will need to complete the following process.

Make sure the transcription information for the student has been checked into the Student Accommodation file on the iTester Admin under Special Request.

Mail the following to the Writing Offices at NDE:

- Verification Form (next page).
- All student handwritten drafts and pre-writes with complete identifying student information.

Tape the envelope(s) securely and ship to:

**Nevada Department of Education
Assessment, Program Accountability, and Curriculum
Room 107
700 East Fifth Street
Carson City, Nevada 89701**

Ship by a means that will ensure that the Nevada Department of Education receives your tests as quickly as possible within the time allotment given and that provides you with either a receipt (e.g., certified mail, return receipt requested) or a method of tracing the shipment (UPS, Fed-Ex).

Please ship documents as soon as possible after testing so that the Department will receive them **NO LATER THAN** the Friday after the testing window has closed for the specific grade level tested.

Transcription Verification Form

This form is to be completed after test administration by the person who transcribes a student's handwritten document into the student's iTester Client User Account and the Principal of the school.

This transcription process was preapproved in writing by NDE prior to testing.

Print Student's Name: _____

Student's Signature: _____

Student's Local ID Number: _____

District Number and Name: _____

School Number and Name: _____

Transcriber Printed Name: _____

Transcriber Signature means that you as the transcriber typed the student's response into the student iTester Client account exactly as it was hand-written by the student, including spaces and errors created by the student.

Transcriber's Signature _____

Principal's Signature means that you verify that the typed response is exactly as it was hand-written by the student.

Principal's Signature _____

Date _____

Grade 5 Holistic Writing Rubric

<p><u>FOUR: EXCEEDS STANDARD</u></p> <p>This paper exceeds grade level standards and is above average. It exhibits ALL OR MOST of the following characteristics:</p> <ul style="list-style-type: none"> • Insightfully develops the topic and purposefully shapes ideas with relevant details • Supports an opinion conveying depth of understanding (opinion items only) • Deliberately links ideas using appropriate and smooth transitions to support the organizational structure and purpose • Vivid and expressive language connects the audience to the intended purpose • Controls Standard English grammar/usage, mechanics, and sentence structures for effect 	<p><u>THREE: MEETS STANDARD</u></p> <p>This paper meets grade level standards and is adequate. It exhibits ALL OR MOST of the following characteristics:</p> <ul style="list-style-type: none"> • Focuses and develops the topic; conveys ideas with details and/or facts • Develops an opinion using reasons supported by details and facts (opinion items only) • Begins with a clear introduction, organizes and links ideas logically with transitions, and provides a conclusion appropriate to text type • Uses concrete words and phrases, precise language, and/or sensory details appropriate to audience and purpose • Demonstrates command of Standard English grammar/usage and mechanics; uses various sentence structures that flow smoothly
<p><u>TWO: APPROACHES STANDARD</u></p> <p>This paper approaches grade level standards and is inadequate. It exhibits ALL OR MOST of the following characteristics:</p> <ul style="list-style-type: none"> • Focuses and begins to develop the topic with few relevant details and facts • Expresses an opinion but reasons may not be sufficient or supported by details and facts (opinion items only) • Demonstrates some organization; may digress and/or lack logic and coherence; introduction, transitions, and conclusion may be present • Uses words, phrases, and language that may be simplistic, imprecise, or inappropriate to audience and purpose • Demonstrates inconsistent use of Standard English grammar/usage, mechanics, and/or sentence structures 	<p><u>ONE: EMERGENT/DEVELOPING</u></p> <p>This paper is below grade level standards and inadequate. It exhibits ALL OR MOST of the following characteristics:</p> <ul style="list-style-type: none"> • Mentions the topic supported by unclear or irrelevant details and facts • May have an opinion with little or no support (opinion items only) • Has little or no organization; reads as a list of random thoughts; no transitions • Uses unclear and/or repetitive word choice with little or no connection to audience and purpose • Consistent misuse of Standard English grammar/usage and mechanics which impedes meaning; uses simplistic and/or incomplete sentences

The primary purpose of this rubric is to score the Grade 5 Nevada Writing Proficiency Exams. However, classroom teachers should use the rubric to ensure that students are familiar with the evaluation criteria used on the exams and to improve student writing.

August 12, 2011

Grade 8 Holistic Writing Rubric

<p style="text-align: center;"><u>FOUR: EXCEEDS STANDARD</u></p> <p>This paper exceeds grade level standards and is above average. It exhibits ALL OR MOST of the following characteristics:</p> <ul style="list-style-type: none"> • Crafts ideas in a detailed, sustained, and insightful manner • Creates a compelling argument using convincing evidence; acknowledges and distinguishes counterclaims (argument items only) • Organizes ideas coherently and deliberately to strengthen or highlight purpose • Demonstrates a purposeful control of language that invites and engages the audience; maintains a formal style • Manipulates Standard English grammar/usage, mechanics, and varied sentence patterns to enhance stylistic effect 	<p style="text-align: center;"><u>THREE: MEETS STANDARD</u></p> <p>This paper meets grade level standards and is adequate. It exhibits ALL OR MOST of the following characteristics:</p> <ul style="list-style-type: none"> • Focuses and develops ideas with clear, relevant, and sufficient details, information, explanations, reasons, and/or examples appropriate to text type • Argues to support claims using relevant evidence; acknowledges opposing claims (argument items only) • Organizes ideas clearly and logically with an introduction, varied transitions, and conclusion appropriate to text type • Uses precise words, phrases, and clauses appropriate to audience and purpose; maintains a formal style • Demonstrates command of Standard English grammar/usage and mechanics; uses varied sentence patterns for meaning, interest, and style
<p style="text-align: center;"><u>TWO: APPROACHES STANDARD</u></p> <p>This paper approaches grade level standards and is inadequate. It exhibits ALL OR MOST of the following characteristics:</p> <ul style="list-style-type: none"> • Focuses on the topic but includes insufficient and/or extraneous examples, explanations, or information • Introduces the claim but lacks sufficient supporting evidence (argument items only) • Organizes ideas with some evidence of an introduction, transitions, or conclusion; may ramble or digress • Uses some words, phrases, and/or clauses that may be appropriate to audience and purpose; has difficulty maintaining a formal style • Demonstrates consistent violations in Standard English grammar/usage and mechanics; uses some varied sentence patterns 	<p style="text-align: center;"><u>ONE: EMERGENT/DEVELOPING</u></p> <p>This paper is below grade level standards and inadequate. It exhibits ALL OR MOST of the following characteristics:</p> <ul style="list-style-type: none"> • Lacks focus and development; may list items and/or repeat the topic with little or no supporting details • States or repeats an opinion with minimal support (argument items only) • Uses minimal, unclear, or no organization and transitions • Uses limited or inappropriate word choice; fails to address the audience; no formal style • Overwhelms the reader with serious violations of Standard English grammar/usage and mechanics; uses simplistic sentence patterns

The primary purpose of this rubric is to score the Grade 8 Nevada Writing Proficiency Exams. However, classroom teachers should use the rubric to ensure that students are familiar with the evaluation criteria used on the exams and to improve student writing.

August 12, 2011